Kids In the Syndrome Mix

Name of Syndrome Description Educational Impact Treatment(s)

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| --- | --- | --- | --- |
| Attention Deficit  Hyperactivity  Disorder | A lack of inhibition which shows as hyperactivity, distractibility no control | Distractible, focus, poor grades, behavior | Environment, seating, timing routine, meds, cbt |
| Learning Disabilities  And  Differences | Have an educational deficit in one or more area | Might need supports or modifications to instruction so that student can participate  Disorganization, planning  Short term memory  Behavior issues | Stimulants, other meds, self calming techniques |
| Asperger’s Syndrome  And  ASD | 5 major sub categories but these are changing in the DSM-V | Communication issues, (varies) non verbal  Perspective taking  Socialization (varies)  Behavioral  Stereotypical behaviors – flapping, fascination with interest areas  , repetitive behaviors |  |
| Anxiety and  Obsessive-Compulsive  Disorders |  |  |  |
| Sensory Integration  Dysfunction | Brain processes info incorrectly – hypersensitive(need less) or hyposensitive (need more) – motor control | Hard to know when to intervene | OT, sensory diets, structured activities |

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Name of Syndrome Description Educational Impact Treatment(s)

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| Tic’s and Tourette’s | Rapid repetitive action, 2 motor and one vocal to be called tourette’s | Acceptance, model to leave if needed, extra time, creative accommodations, seating, extra supervision to avoid teasing | Meds, reassurance and understanding |
| Depression |  |  |  |
| Bipolar Depression |  |  |  |
| Oppositional Defiant  Disorder | Aggressive spiteful and remorseless behavior, ODD less severe, conduct disorder is more intense and includes cruelty, Anti social violations of others rights | Social skill, communication, flexibility, tolerance, problem solving | Reasonable, not negative reactions. Plan reactions! Meds |
| Central Auditory Processing  Disorders |  |  |  |